

# PEMBROKE STATE UNIVERSITY

Graduate Program  
1978-1980



## **PEMBROKE STATE UNIVERSITY**

Pembroke State University is a constituent institution of the University of North Carolina and is accredited by or a member of the North Carolina State Board of Education, the Southern Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, the American Association of Colleges for Teacher Education, the Association for Field Services in Teacher Education, the American Council on Education, the Association of American Colleges, the North American Association of Summer Sessions, the North Carolina Association of Colleges and Universities, the National Association of Schools of Music, and the American Association of State Colleges and Universities.

## **GRADUATE SUPPLEMENT**

The official catalog of Pembroke State University for the academic years 1978-80 is Volume XIX (issued Spring, 1978).

This supplement to the Pembroke State University General Catalog 1978-80 contains academic announcements and information with respect to graduate programs and should be read in conjunction with the General Catalog.

# **PEMBROKE STATE UNIVERSITY**



**GRADUATE SUPPLEMENT  
TO  
GENERAL CATALOG 1978-80, VOL. XIX**



**(ISSUED SPRING, 1978)**

**Pembroke, North Carolina 28372**

## THE GRADUATE PROGRAM

The Master of Arts in Education programs in Elementary Education and in Educational Administration and Supervision provide curricula and leadership training for the continuing professional and career development of public school educators. Within the programs, specialties are offered leading to certification in early childhood education, intermediate education, educational administration and supervision (curriculum and instruction).

Candidates for the Master of Arts in Education degree will be required to successfully complete a minimum of thirty semester hours in the prescribed program of graduate study. Where it is felt that more work is required to prepare a candidate for the degree and/or graduate certification, the number of semester hours of work will be increased accordingly.

The curriculum core in the early childhood and intermediate areas of elementary education consists of twelve semester hours of education in the areas of curriculum, research, diagnosis and evaluation of pupils and programs, and language development and reading complemented by eighteen or more semester hours of appropriate electives.

The curriculum core in educational administration and supervision consists of eighteen semester hours of education in the areas of educational administration and supervision, curriculum, research, and an internship complemented by twelve or more semester hours of appropriate electives.

## CALENDAR OF EVENTS

1978 - 79

### FALL SEMESTER 1978

August 28, Monday	7:00 P.M.—Registration for Graduate Students, Educational Center, Room 222
August 31, Thursday	7:00 P.M.—Classes begin
September 4, Monday	Labor Day Holiday
November 22, Wednesday	9:30 P.M.—Thanksgiving Holiday begins
November 27, Monday	8:00 A.M.—Classes resume
December 12, Tuesday	9:30 P.M.—Classes end
December 13-19, Wednesday-Tuesday	Final Examinations

### SPRING SEMESTER 1979

January 8, Monday	7:00 P.M.—Registration for Graduate Students, Educational Center, Room 222
January 11, Thursday	7:00 P.M.—Classes begin
March 2, Friday	9:30 P.M.—Spring Vacation begins
March 12, Monday	8:00 A.M.—Classes resume
April 12, Thursday	9:30 A.M.—Easter Holidays begin
April 17, Tuesday	8:00 A.M.—Classes resume
May 3, Thursday	9:30 P.M.—Classes end
May 4-10, Friday-Thursday	Final Examinations
May 13, Sunday	Commencement

SUMMER SESSION 1979 (See Summer Session Bulletin)

## ADMISSIONS

### General Admission Requirements

For admission to a graduate degree program at Pembroke State University, the applicant must meet the following requirements:

1. each applicant must have a baccalaureate degree from a college or university of recognized standing;
2. the application for admission, official copies of transcripts of previous study, and other supporting documents should be submitted at least four weeks *prior* to the semester or summer session in which the applicant proposes to begin graduate study;
3. applicants must have a satisfactory undergraduate academic record and must meet at least one of the following minimum GPA (4.0 scale) requirements: have an overall GPA of 2.5 on all undergraduate work, or have a GPA of 3.0 in the undergraduate major, or have a GPA of 3.0 on all undergraduate work taken in the senior year;
4. applicants must submit an official report of satisfactory scores on the Miller Analogies Test or the Graduate Record Examination;
5. applicants must hold or be eligible to hold a North Carolina Class A teaching certificate appropriate for graduate study in the proposed field or a comparable certificate in another state;
6. three letters of recommendation from school officials, professors, or others qualified to evaluate the applicant's potential for graduate study (At least one of the letters of recommendation must come from the applicant's undergraduate major department);
7. other information such as a personal interview may be required.

Each student admitted to the graduate study program is immediately assigned an advisor by the Director of the Graduate Program. Members of the graduate faculty serve as graduate advisors, and advisors are assigned according to the graduate academic major. Graduate students are expected to meet with their advisor prior to enrollment to plan their program and to meet with their advisor periodically for further advisement.

## SCHEDULE OF EXPENSES (Regular Session)

### PER SEMESTER

	<i>In-State</i>	<i>Out-of-State</i>
Registration .....	\$ 10.00	\$ 10.00
General Fee .....	5.00	5.00
Tuition (7 hrs. or more) .....	120.00	865.00
Health Service .....	20.00	20.00
Health & Accident Insurance .....	8.00	8.00
Other Required Fees .....	72.00	72.00
	<hr/> \$235.00	<hr/> \$ 980.00
For Students living on campus		
Add: Room, Linen and Board .....	\$460.00	\$ 460.00
	<hr/> \$695.00	<hr/> \$1,440.00
<i>3 hrs. Credit</i>		
Tuition and Fees .....	\$ 69.00	\$ 315.00
<i>6 hrs. Credit</i>		
Tuition and Fees .....	\$123.00	\$ 615.00

## Summer Sessions

### *Fees and Expenses*

Registration .....	\$ 5.00
General Fee .....	5.00
Tuition (Per semester hr.)	
In-State residents .....	18.00
Out-of-State residents .....	100.00
Health Service & Student Center .....	20.00
For Students Living on Campus:	
Room, Linen and Board .....	\$148.00
<i>3 hrs. Credit</i>	
Tuition and Fees	
In-State Residents .....	\$ 84.00
Out-of-State Residents .....	330.00
<i>6 hrs. Credit</i>	
Tuition and Fees	
In-State Residents .....	\$138.00
Out-of-State Residents .....	630.00

## **Residence Status for Tuition Payment**

It is a long-standing practice of the State to require students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly. Copies of the applicable North Carolina law and institutional regulations which govern such classification determinations are available in the Office of Admissions for inspection upon request. The student requesting in-state residence is responsible for being familiar with the contents of these two sources.

## **REQUIREMENTS FOR THE MASTER'S DEGREE**

### **Degree Requirements**

1. Candidates for the Master of Arts in Education degree will be required to successfully complete a minimum of thirty semester hours of course work in accordance with the prescribed course of study.
  - a. A minimum of twenty-four semester hours of graduate credit must be earned in courses designed for graduate students (500 level courses).
  - b. If necessary, the remainder of a student's program of graduate studies may be composed of courses designated as senior-graduate courses (prescribed 400 level courses).
  - c. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a Master's degree.
  - d. Courses numbered 500 and above are graduate courses with the following numbering system: Edn 500-510, courses in educational administration and supervision; Edn 511-535, courses in curriculum and instruction; Edn 550-555, courses in educational psychology; and Edn 560-570, courses in foundations and research (Edn 599, Independent Study). Additional graduate courses by departments for concentration development and related areas are also numbered 500 and above.

## 2. Residence credit

Candidates must have completed one semester of residence graduate study at Pembroke State University. Graduate students may satisfy the residency requirement by being continuously enrolled and completing twelve semester hours of graduate study or by being intermittently enrolled and completing fifteen semester hours of graduate study.

## 3. Degree time limits

Graduate credit applied toward a Master's degree should have been completed within five years preceding the completion of the requirements for the degree.

## 4. Credits by transfer, extension or correspondence

The combined total of graduate credit earned in another recognized graduate school and through extension study and allowed by the Graduate Council to apply toward a Master's degree may not total more than six semester hours.

No credit applied toward a graduate degree may be obtained by correspondence study.

No graduate study credit earned at another recognized graduate school and transferred to Pembroke State University or no graduate study credit earned through extension will be allowed by the Graduate Council to apply toward meeting the residence requirement for a Master's degree.

## 5. Comprehensive examination

A candidate for the Master of Arts in Education degree, in addition to the regular examinations in courses taken for graduate credit, must pass a written comprehensive examination.

The comprehensive examinations must be administered at least four weeks before the end of the semester in which the candidate expects to receive the degree but may be given earlier with the approval of the candidate, his advisor, and the Director of the Graduate Program.

If a thesis is written, the candidate must defend it before a committee consisting of the candidate's advisor as chairman, at least one representative from his major area and one other graduate faculty member. The candidate's advisor, with the approval of the Director of the Graduate Program will assemble the committee and conduct the examination of the candidate on his thesis.

## 6. Thesis

A thesis may be accepted for the Master of Arts in Education degree.

Three to six semester hours of graduate credit in the student's major may be earned in preparation of the thesis and applied toward the requirements for a Master's degree.

A thesis project must be approved by the graduate student's advisor and by his thesis committee.

The advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the graduate student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on his thesis, inform the student of the calendar dates when the final copies of the thesis are due in the Graduate Program Office, and inform him of the graduate studies program and University rules which apply.

A minimum of three copies of the thesis—the original and two copies, carbon or acceptable electrographic, (one for student, one for archives, one for circulation)—and an abstract must be in the hands of the Director of the Graduate Program at least two weeks before the commencement at which the degree is to be conferred. Two of the copies must be bound and will be retained by the University. Binding will be arranged by the library and the student will be charged at actual cost.

## 7. Application for graduation

Application for graduation must be filed in the Office of the Director of the Graduate Program not later than four weeks after the beginning of the semester or the summer session in which the candidate expects to receive the degree.

## 8. Conferring of degrees

Candidates for the degree are required to be present at the commencement exercises in the prescribed dress.

## Graduate Grading System

The grading system for the graduate studies program shall be as follows:

- A—Superior
- B—Satisfactory
- C—Poor
- F—Failure

- Inc.—Course work incomplete, must be removed within one year after the end of the course or the Inc. becomes an F.
- WP—Withdrew passing
- WF—Withdrew failing
- T—Grade pending, used only for thesis research courses until the sequence of courses is completed.

A graduate student with an accumulation of nine semester hours of less than B quality work will be automatically eliminated as a candidate for a Master's degree.

A graduate student who makes an F will be eliminated as a candidate for a Master's degree except when it is recommended that he be accepted or continued as a candidate by a committee composed of his advisor and two other graduate faculty members and when the recommendation is approved by the Graduate Council.

### PROGRAM OF STUDY

The Master of Arts in Education degree may be conferred upon a candidate for the degree who completes the prescribed program of work for the specialties described by the following curricula. Each program requires the successful completion of *at least* thirty semester hours of graduate study inclusive of course work and a thesis, if one is written, as planned and approved by his thesis committee.

1. Elementary Education (Early Childhood Education)	Sem. Hrs.
a. Required Education Core: Edn 516, 519, 551, 566 .....	12
b. Guided Electives from Education Emphasizing Early Childhood Education .....	9-12
c. Guided Electives from Appropriate 400 and 500 Level Courses in American Indian Studies, Art, Biology, Communicative Arts, Economics, Geology and Geography, Health, Physical Education and Recreation, History, Home Economics, Mathematics, Music, Philosophy and Religion, Physical Science, Psychology and Sociology .....	6-9
d. Thesis .....	0-6
e. Independent Study .....	0-3
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Total (minimum) .....	30
f. Prospectus	
(1) Required .....	12
(a) Edn 516 Curriculum Development (K-3)	
(b) Edn 519 Language Development and Reading in the Elementary School (K-3)	
(c) Edn 551 Diagnosis and Evaluation of Pupils and Programs (K-3)	
(d) Edn 566 Educational Research	

- (2) Guided Electives from Education Emphasizing Early Childhood Education ..... 9-12
- (a) Edn 517 Arithmetic in the Elementary School (K-3)
  - (b) Edn 518 Fine Arts in the Elementary School (K-3)
  - (c) Edn 520 Science in the Elementary School (K-3)
  - (d) Edn 521 Social Studies in the Elementary School (K-3)
  - (e) Edn 524 Seminar: Trends and Issues in Elementary Education (K-3)
  - (f) Edn 525 Practicum in Elementary Education (K-3)
  - (g) Edn 534 Diagnosis and Correction of Reading Difficulties (K-3)
  - (h) Edn 550 Advanced Educational Psychology
  - (i) Edn 565 History and Philosophy of Education
- (3) Guided Electives from Appropriate 400 and 500 Level Courses in American Indian Studies, Art, Biology, Communicative Arts, Economics, Geology and Geography, Health, Physical Education and Recreation, History, Home Economics, Mathematics, Music, Philosophy and Religion, Physical Science, Political Science and Sociology ..... 6-9
- (a) American Indian Studies: Appropriate 400 Level Courses
  - (b) Art: Appropriate 400 Level Courses
  - (c) Biology
    - /1/ Appropriate 400 Level Courses
    - /2/ Bio 512, Environmental Science
  - (d) Communicative Arts: Appropriate 400 Level Courses
  - (e) Economics
    - /1/ Appropriate 400 Level Courses
    - /2/ Ecn 551, Economic Policies
  - (f) Geology and Geography
    - /1/ Appropriate 400 Level Courses
    - /2/ Ggy 503, Descriptive Regional Analysis
    - /3/ Gly 501, Earth Science
  - (g) Health, Physical Education and Recreation
    - /1/ Appropriate 400 Level Courses
    - /2/ HPE 505, Principles of Health and Physical Education
  - (h) History
    - /1/ Appropriate 400 Level Courses
    - /2/ Hst 510, Advanced North Carolina History
  - (i) Home Economics: Appropriate 400 Level Courses
  - (j) Mathematics: Appropriate 400 Level Courses
  - (k) Music: Appropriate 400 Level Courses
  - (l) Philosophy and Religion: Appropriate 400 Level Courses
  - (m) Physical Science
    - /1/ Appropriate 400 Level Courses
    - /2/ Phs 520, Current Trends in Physical Science
  - (n) Political Science
    - /1/ Appropriate 400 Level Courses
    - /2/ Pls 540, Systems of State and Local Government
    - /3/ Pls 545, American Political Process

(o) Psychology	
/1/ Appropriate 400 Level Courses	
/2/ Psy 525, Advanced Study of Human Growth and Development	
/3/ Psy 530, Psychology of Group Dynamics	
(p) Sociology	
/1/ Appropriate 400 Level Courses	
/2/ Soc 545, Cultural Differences and Education	
(4) Thesis .....	0-6
(5) Independent Study .....	0-3
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Total (minimum) .....	30

## 2. Elementary Education (Intermediate Education) Sem. Hrs.

### a. Required Education Core 12

- (1) Edn 516 Curriculum Development (4-9)
- (2) Edn 519 Language Development and Reading in the Elementary School (4-9)
- (3) Edn 551 Diagnosis and Evaluation of Pupils and Programs (4-9)
- (4) Edn 566 Educational Research

### b. Guided Electives from the Subject Matter Areas of Art, Education, Health and Physical Education, Language Arts, Mathematics, Music, Reading, Science, Social Studies, Special Education, and Speech and Drama 12-18

Study in these areas should represent an extension of the undergraduate areas of concentration. Candidates may choose one twelve hour area of concentration with six hours of related electives, or two areas of concentration consisting of nine hours each.

- (1) Twelve semester hour concentrations with six semester hours of related electives are available in:

#### (a) Language Arts

- /1/ Two appropriate 400 level courses from communicative arts plus
- /2/ Edn 519, 529, and 532 plus
- /3/ Edn 528 or 534 or 599

#### (b) Reading

- /1/ One appropriate 400 level course from education plus
- /2/ Edn 519, 529, and 532 plus
- /3/ Edn 528 or 534 or 599

#### (c) Science

- /1/ Two appropriate 400 level courses from biology and/or geology and/or physical science plus
- /2/ Edn 520 plus
- /3/ Bio 512 or Edn 599 plus
- /4/ Gly 501 or Edn 599 plus
- /5/ Phs 520 or Edn 599

#### (d) Social Studies

- /1/ Two appropriate 400 level courses from economics and/or history and/or political science and/or sociology plus

- /2/ Edn 521 plus
- /3/ Ecn 551 or Edn 599 plus
- /4/ Hst 510 or Edn 599 plus
- /5/ Pls 540 or 545 or Edn 599 plus
- /6/ Soc 545 or Edn 599

(2) Nine semester hour concentrations are available as follows: however, if the student has selected two nine semester hour concentrations instead of one eighteen semester hour concentration, one of the concentrations must include at least three semester hours credit for Edn 599.

(a) Art

- /1/ Two appropriate 400 level courses from art plus
- /2/ Edn 518

(b) Health and Physical Education

- /1/ Two appropriate 400 level courses from health and physical education plus
- /2/ HPE 505

(c) Language Arts

- /1/ Two appropriate 400 level courses from communicative arts plus Edn 519 or Edn 599; or
- /2/ Edn 519, 529, 532, or 599

(d) Mathematics

- /1/ Two appropriate 400 level courses from mathematics plus
- /2/ Edn 517

(e) Music

- /1/ Two appropriate 400 level courses from music plus
- /2/ Edn 518

(f) Reading

- /1/ Edn 519, 529, or 527 or 532, and 534; or
- /2/ Edn 529 or 527 or 532, 534, and 528

(g) Science

- /1/ Two appropriate 400 level courses from biology and/or geology and/or physical science plus Edn 520 or 599; or
- /2/ Two of the following three courses: Bio 512, Gly 501, and Phs 520; plus Edn 520 or 599

(h) Social Studies

- /1/ Two appropriate 400 level courses from economics and/or history and/or political science and/or sociology, plus Edn 521 or 599; or
- /2/ Two of the following courses:  
Ecn 551; Hst 510; Pls 535, 540, 545; Soc 545; plus Edn 521 or 599

(i) Special Education

- /1/ Two appropriate 400 level courses from special education plus
- /2/ Edn 512, Advanced Study of Exceptionality in Children

(j) Speech and Drama

- /1/ Two appropriate 400 level courses from communicative arts plus
- /2/ Edn 518

c. Thesis .....	0-6
d. Independent Study .....	0-3
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Total (minimum) .....	30

### 3. Educational Administration and Supervision (Administration) Sem. Hrs.

a. Required Education Core: Edn 500, 501, 502, 506, 516, and 566	18
b. Guided Elective from Educational Psychology or Psychology .....	3
c. Guided Electives from Economics, Geography, History, Political Science, Psychology, and Sociology .....	3-9
d. Guided Electives in Subject Matter or Professional Education .....	3-9
e. Thesis .....	0-6
f. Independent Study .....	0-3
	<hr/>
Total (minimum) .....	30

#### g. Prospectus

- |  |     |
|--|-----|
| (1) Required .....   | 18  |
| <ul style="list-style-type: none"> <li>(a) Edn 500 Educational Leadership</li> <li>(b) Edn 501 Principles of Supervision</li> <li>(c) Edn 502 Legal Structures in Education</li> <li>(d) Edn 506 Internship and Seminar in Administration</li> <li>(e) Edn 516 Curriculum Development</li> <li>(f) Edn 566 Educational Research</li> </ul>   |     |
| (2) Guided Elective from Educational Psychology or Psychology....  | 0-3 |
| <ul style="list-style-type: none"> <li>(a) Edn 550 Advanced Educational Psychology</li> <li>(b) Psy 530 Psychology of Group Dynamics</li> <li>(c) Psy 525 Advanced Study of Human Growth and Development</li> </ul>  |     |
| (3) Guided Electives from Business Administration, Economics, Geography, History, Political Science, Psychology, Sociology and appropriate (400-500) level courses from the graduate programs of study .....   | 3-9 |
| <ul style="list-style-type: none"> <li>(a) Ecn 551 Economic Policies</li> <li>(b) Ggy 503 Descriptive Regional Analysis</li> <li>(c) Pls 535 Advanced Public Administration</li> <li>(d) Pls 540 Systems of State and Local Government</li> <li>(e) Pls 545 American Political Process</li> <li>(f) Appropriate (400-500) level courses from the graduate programs of study</li> </ul> |     |
| (4) Guided Electives in Subject Matter or Professional Education   | 3-9 |
| <ul style="list-style-type: none"> <li>(a) Edn 503 School Finance</li> <li>(b) Bus 408 Personnel Management</li> <li>(c) Edn 505 School Facilities</li> <li>(d) Edn 551 Diagnosis and Evaluation of Pupils and Programs</li> <li>(e) Edn 565 History and Philosophy of Education</li> <li>(f) Appropriate (400) level courses from the programs of study</li> </ul>                    |     |

(g) Appropriate (500) level courses from the graduate programs of study	
(5) Thesis .....	0-6
(6) Independent Study .....	0-3
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Total (minimum) .....	30
<b>4. Educational Administration and Supervision (Supervision)</b>	<b>Sem. Hrs.</b>
a. Required Education Core: Edn 500, 501, 502, 507, 516, and 566	18
b. Guided Electives in Educational Psychology and Psychology .....	3-6
c. Guided Electives in Fine Arts, Geography, Language, Arts, English, Mathematics, Science, Social Sciences, and Subject Related Electives in Education .....	9-12
d. Thesis .....	0-6
e. Independent Study .....	0-3
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Total (minimum) .....	30
f. Prospectus	
(1) Required .....	18
(a) Edn 500 Educational Leadership	
(b) Edn 501 Principles of Supervision	
(c) Edn 502 Legal Structures in Education	
(d) Edn 507 Internship and Seminar in Supervision	
(e) Edn 516 Curriculum Development	
(f) Edn 566 Educational Research	
(2) Guided Electives from Educational Psychology and Psychology	3-6
(a) Edn 550 Advanced Educational Psychology	
(b) Edn 551 Diagnosis and Evaluation of Pupils and Programs	
(c) Psy 530 Psychology of Group Dynamics	
(d) Psy 525 Advanced Study of Human Growth and Development	
(3) Guided Electives in Fine Arts, Geography, Language Arts, English, Mathematics, Science, Social Sciences, Subject Related Electives in Education, and appropriate (400-500) level courses from the graduate programs of study .....	9-12
(a) Edn 517 Arithmetic in the Elementary School	
(b) Edn 518 Fine Arts in the Elementary School	
(c) Edn 519 Language Development and Reading in the Elementary School	
(d) Edn 520 Science in the Elementary School	
(e) Edn 521 Social Sciences in the Elementary School	
(f) Bus 408 Personnel Management	
(g) Edn 565 History and Philosophy of Education	
(h) Appropriate (400-500) level courses from the graduate programs of study	
(4) Thesis .....	0-6
(5) Independent Study .....	0-3
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Total (minimum) .....	30

## COURSE DESCRIPTIONS

### 1. Education Department

#### a. Curriculum and Instruction

Note: Wherever the symbol (K-3; 4-9) appears it will mean that the course emphasis will be on early childhood education or intermediate education in accordance with the certification sought by the student.

(1) **Edn 512—Advanced Study of Exceptionality in Children**

Advanced study of exceptionality in the school-age population including in-depth research and reporting on at least one of the types of exceptionality.

(2) **Edn 516—Curriculum Development**

Principles, techniques, trends and innovations which have emerged in the field of curriculum construction and revision. Implications of basic social, philosophical, and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning and development. The student will acquire competency in the employment of techniques and practices to improve instruction, such as core curriculum, culture epochs, correlation of subject matter, and unit construction.

(3) **Edn 517—Arithmetic in the Elementary School (K-3; 4-9)**

A study of the origin and development of the fundamental operations and of the number system of modern mathematics with particular emphasis on the theory of rational integers, divisibility, and the simpler properties of prime numbers. Emphasis will be given to research dealing with problems, methods, and content of modern mathematics instruction.

(4) **Edn 518—Fine Arts in the Elementary School (K-3; 4-9)**

A course designed to acquaint the graduate student with the philosophy, trends, and practices of a general fine arts program in the public school curriculum. Lecture and laboratory.

(5) **Edn 519—Language Development and Reading in the Elementary School (K-3; 4-9)**

Development of a dynamic language arts program tied into the total background and school experience of the child. The program will include the total language arts program in its various interrelationships. Included are

the interactions of children of all ages, the child's search for appropriate linguistic construction, and writing and reading developed through growing perceptual skills and tied to the developing vocabularies of individual children. Listening, speaking, discussing, spelling, writing, and reading through choice and involvement.

(6) Edn 520—**Science in the Elementary School (K-3; 4-9)**

A combination of subject matter, materials, and methods for teaching science in the elementary school.

(7) Edn 521—**Social Studies in the Elementary School (K-3; 4-9)**

An overview of the total program in Social Studies education for children in early childhood and intermediate age groups. Emphasis given to content, materials, and methods of teaching the social studies.

(8) Edn 524—**Seminar: Trends and Issues in Elementary Education (K-3; 4-9)**

A research seminar in which students and professor explore together the trends and issues evident in elementary education. Students will investigate, discuss, and present their findings, and prepare a written analysis of their research.

(9) Edn 525—**Practicum in Elementary Education (K-3; 4-9)**

Students will experiment with innovation practices and procedures in the classroom in consultation with and supervision by college personnel. Results and conclusions will be discussed and evaluated and reported in a major term paper.

(10) Edn 527—**Practicum in Reading Instruction**

Designed for the graduate student with previous teaching experience and who is interested in pursuing research in the area of reading.

(11) Edn 528—**Planning the School's Reading Program**

A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program.

(12) Edn 529—**Problems in the Investigation of Reading Instruction**

Investigations are made of the literature and research dealing with the teaching of reading in the elementary and secondary classrooms. The course includes a critical

examination of the scientific studies, the nature of the reading act, and factors that facilitate effective reading instruction.

(13) **Edn 532—Seminar: Reading Problems**

This course is designed for the classroom teacher, principal, supervisor, or reading teacher. It is intended to serve as a problems course in which the needs, interests, and concerns of the students will be considered in the selection of topics to be studied and the emphasis given to the different topics.

(14) **Edn 534—Diagnosis and Correction of Reading Difficulties (K-3; 4-9)**

This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods.

b. **Educational Administration and Supervision**

(1) **Edn 500—Educational Leadership**

Required of candidates for the Master of Arts in Education degree who are preparing for certification as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intra-school and interschool coordination.

(2) **Edn 501—Principles of Supervision**

Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, in-service education, and evaluation of teaching and learning.

(3) **Edn 502—Legal Structures in Education**

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education of all levels. Includes research and analysis of laws dealing with pertinent educational topics.

(4) **Edn 503—School Finance**

Problems relating to financing public education; theory

of taxation, types of taxes; current practices of educational finance; federal, state and local support of education; formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

(5) **Edn 505—School Facilities**

Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

(6) **506 and 507—Internship and Seminar in Administration and/or Supervision**

The internship is a significant part of the Master's program in Administration and Supervision, involving experiences under supervision of a selected professional practitioner chosen for the internship. The internship is coordinated by a University faculty member.

Plans for the internship must be made in advance with the faculty advisor, after appropriate course work, and in terms of available practicum opportunities in instructive and administrative aspects of an individual school and/or school system and approved by the Office of the Graduate Program.

c. **Educational Psychology**

(1) **Edn 550—Advanced Educational Psychology**

Prerequisites: Introduction to educational psychology and the psychology of early childhood, or childhood, or adolescence.

A course designed especially for teachers, supervisors, and administrators reviewing modern principles of educational psychology, with particular attention to theories of learning, individual differences, assessment of behavior, personal and social adjustment, and their application to problems of school learning at any level of responsibility.

(2) **Edn 551—Diagnosis and Evaluation of Pupils and Programs**

Use and interpretation of teacher-made and standardized tests for the diagnosis, prescription, implementation, evaluation, and improvement of classroom instruction in elementary and secondary schools. Emphasis is given to the determination of instructional objectives; test construction, administration, and scoring; and the analysis and use of scores for individualized instruction, program planning, grouping, and grade assignment. The course also includes the study of the simple statistics of test construction and interpretation.

d. **Foundations and Research**

(1) **Edn 560—Sociological Foundations of Education**

Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

(2) **Edn 565—History and Philosophy of Education**

Traces the history of educational thought and practice in the western world from ancient times to the present. Included are analysis and interpretation of important elements of modern education derived from leading philosophies throughout history.

(3) **Edn 566—Educational Research**

Required of all candidates for the Master of Arts in Education degree. Emphasis is given to research design and methods in education, the reading of statistical terminology in professional literature, and the interpretation and application of educational research. Use of library resources, evaluation of educational research, and an introduction to elementary statistics are included.

(4) **Edn 599—Independent Study**

An independent study of the problems and issues of education relevant to the student's major study area or areas of concentration carried out by the student at the University and in the field under the supervision of his major advisor.

2. **Additional Courses by Departments for Concentration Development and Related Areas**

a. **Biology Department**

(1) **Bio 512—Environmental Science**

Studies of air, soil and water pollution, including work

being undertaken to remedy these problems; wildlife and soil conservation; and human ecology, particularly as related to the population problems of the world today.

b. Business Administration and Economics Department

(1) Ecn 551—**Economics Policies**

This course provides a comprehensive survey of the most significant relationships between the government sector and other parts of the American economy. Topics discussed include the following: Types of government, the nature of the private enterprise system and the role of government therein, the legal background for government action, the effects of politics and pressures, policies for economic growth, the problem of inflation, public and private debt, taxation, farm policy, labor legislation, consumer interests, conservation of natural resources, social security, foreign economic policy, and national defense. Significant current events and developments in economic policy are discussed as they occur.

c. Geology and Geography Department

(1) Gly 501—**Earth Science**

Advanced study of the processes that control the seasons, the atmosphere, the weather, the wind systems of the world, the oceans, volcanic activity, earthquakes, and the formation of rocks and minerals.

(2) Ggy 503—**Descriptive Regional Analysis**

Qualitative definition of geographical regions in the light of human interests: Physical, biotic, demographic and socio cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

d. Health and Physical Education Department

(1) HPE 505—**Principles of Health and Physical Education**

Designed to acquaint students with the philosophy, the aims, the objectives, the principles, and the practices of an effective health and physical education program in the public schools.

e. History Department

(1) Hst 510—**Advanced North Carolina History**

An advanced study of the development of North Carolina from colonial beginnings to the present.

f. Physical Science Department

(1) Phs 520—**Current Trends in Physical Science**

A lecture-discussion presentation of current developments and trends in chemistry and physics.

g. Political Science Department

(1) Pls 535—**Advanced Public Administration**

Emphasis is given to critical examination and analysis of principles, behavior, and problems and issues of public organization, management, and responsibility in the context of the American political system.

(2) Pls 540—**Systems of State and Local Government**

Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision-making process of respective political subdivisions.

(3) Pls 545—**American Political Process**

Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

h. Psychology Department

(1) Psy 525—**Advanced Study of Human Growth and Development**

An exploration in depth into developmental theory coupled with intensive study through observation and research of the age level most appropriate to the credential sought. There will be a basic text on developmental theory to provide a common core. This will be supplemented by extensive related reading and other appropriate activities.

(2) Psy 530—**Psychology of Group Dynamics**

This course will deal with the dynamics of interpersonal relationships within small groups. Emphasis will be on the person's perception of himself in relation to the group and the group's perception and reaction to the individual member. Theoretical and practical case studies will be investigated. Role playing will be emphasized.

i. Sociology Department

(1) Soc 545—**Cultural Differences and Education**

Sociological analysis of the educator's problems of insight and judgment when dealing with students, parents, townspeople, or colleagues who come from different cultural backgrounds; specific focus upon the problems of ethnocentrism as encountered by classroom teachers and administrators; explanation of teaching situations in terms of culture theory and crosscultural communication.

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